 **UNIVERSITY OF MAINE AT FARMINGTON**

**COLLEGE OF EDUCATION, HEALTH AND REHABILITATION**

**LESSON PLAN FORMAT**

**Teacher’s Name:** Tyler Brown **Lesson #:** 4 **Facet:** Explain  
**Grade Level:** 9-12 **Numbers of Days:** 3   
**Topic:** Geography  
  
**PART I:**  
  
**Objectives**  
  
Students will understand that societal changes impact the physical and cultural environment  
  
Students will know social/cultural change, historical geography, environmental geography, geographical evolution, culture, and society.  
  
Students will be able to describe environmental effects of societal changes  
  
**Product:** Presi  
  
**Maine Learning Results (MLR) or Common Core State Standards (CCSS) Alignment**  
Maine Learning Results  
Content Area: [Social Studies](http://edu221spring2013class.wikispaces.com/L3+Tyler+Brown)  
Standard: D. Geography  
Standard: D1 Geographic Knowledge, concepts, themes, and patterns  
Grade Level Span: 9-Diploma  
Students understand the geography of the United States and various regions of the world and the effect of geographic influences on decisions about the present and future.  
  
**Rationale:** By producing a variety of examples of how societal changes have had environmental effects throughout the course of history, students will be able to understand how this process occurs, develops, and is managed.   
  
**Assessments**   
  
**Formative (Assessment for Learning)**  
**Section I – checking for understanding during instruction**  
4-3-2-1 ranking activity, Three-step-interview activity, and "ladder" graphic organizer are all provided to check for understanding throughout the lesson.  
  
**Section II – timely feedback for products (self, peer, teacher)**  
Students will be asked to self assess themselves by anonymously ranking themselves during a "4-3-2-1" activity (self). During "Three-Step Interview" activity, students will check their knowledge of the topic while being offered the insight of their peers to simultaneously build their understanding. They will also choose to work independently or in groups to [complete](http://edu221spring2013class.wikispaces.com/L4+Tyler+Brown) the "ladder" graphic organizer (peer). Formative assessment will be conducted by the teacher during 4-3-2-1 activity and three-step interview activity and graphic organizers will be reviewed for accuracy by the teacher and handed back the following day (teacher)  
  
**Summative (Assessment of Learning):**  
Students will create a Presi describing the environmental effects of societal changes.  
  
**Integration**  
**Technology:** Integrated with creation of Presi where students will be able to describe in detail how the environment and world geography is impacted by societal changes.  
  
  
**Content Areas:** Art: May be incorporated in Presi to provide additional examples of presentation material.  
English: Through independent research and note-taking.  
Math: Through statistical analysis that may be used to enhance main points of Presi.  
Music: May be used as a backdrop during parts of the presentation to set a scene or lyrically describe unfolding events.  
Science: Through incorporation of knowledge about scientific procedures that occur as a result of pollution, soil liquification, drilling, etc.  
History: Through reviewing historical examples related to lessons goals and students' product.  
  
  
**Groupings**   
**Section I - Graphic Organizer & Cooperative Learning used during instruction**  
Ladder graphic organizer is used during instruction throughout the lesson so students can organize their thoughts. Three-step interview allows students to work collaboratively to exchange information, ideas, and fortify their understanding of the content and the goals of the lesson.  
  
**Section II – Groups and Roles for Product**  
Students will work in pairs to complete the Presi and will be grouped in such a way that students who have a strong knowledge of how to use the [technology](http://edu221spring2013class.wikispaces.com/L4+Tyler+Brown) are paired with students who have less experience. Students will be given a rubric that details what is expected in the product and will decide between themselves who will be responsible for the given sets of criteria.  
  
**Differentiated Instruction**  
  
**MI Strategies**  
  
**Verbal:** "3 step interview" activity will incorporate verbal reinforcement of the main ideas via peer discussion.  
**Logic:** Students will be asked to recognize patterns about how physical and social geography are connected when creating their Presi. The political cartoons will assist in helping students recognize these patterns.  
**Visual:** The political cartoons and the graphic organizer (ladder) will contribute to visual learning.  
**Musical:** Music may be used as a backdrop during parts of the presentation to set a scene or lyrically describe unfolding events if student wishes to do so.  
**Kinesthetic:** Presi allows for hands-on creation of a final product that will reinforce their understanding of environmental effects and societal changes throughout the completion of it.  
**Intrapersonal:** Students will be given the option to work independently during the creation of their graphic organizer, and will work independently on their Prezi.  
**Interpersonal:** Students will be given the option to work in groups during the creation of their graphic organizer, and will work in groups during the "Three-Step Interview" activity.  
**Naturalist:** Naturalists will understand that the end-goal of this lesson is to understand how to protect the environments they inhabit and their learning experienced will be enhanced by the content.  
  
**Modifications/Accommodations**  
***From IEP’s ( Individual Education Plan), 504’s, ELLIDEP (English [[#|Language Learning]] Instructional Delivery Education Plan)*** *I will review student’s IEP, 504 or ELLIDEP and make appropriate modifications and accommodations.*  
  
**Plan for accommodating absent students:**  
Students will be expected to check class wiki for an overview of what was covered in class as well as what is assigned for homework. They will also be provided with my e-mail address to be able to contact me for clarification. "Learning buddies" will also be partnered at the beginning of class to provide additional information for the absent student which will serve the dual purpose of keeping the absent student up to pace as well as reinforcing (for the learning buddy) what was covered in class when they reiterate what was covered.  
  
  
**Extensions**  
  
**Type II technology:**  
Class wiki is a type two technology because it allows for easy sharing of information including links to additional forms of media that will appeal to the multiple intelligences, meaning that whoever may be absent will have multiple choices for catching up on what they missed including extra media-rich resources.   
  
**Gifted Students:** Students who are gifted will be offered the choice of doing a local case study that will be evaluated using all of the same criteria. This will be more of a challenge as it is likely that research material will not be as readily accessible and they will have to use their communication and technological skills to reach out to members of their community for help in retrieving the necessary information and details needed to describe the particular case study.  
  
**Materials, Resources and Technology**  
  
[Laptops](http://edu221spring2013class.wikispaces.com/L4+Tyler+Brown), Ladder graphic organizer, Wi-Fi, Journals, Pens/Pencils, Worksheet to guide Wikipedia/google research.  
  
  
**Source for Lesson Plan and Research**  
<http://www.cartoonstock.com/directory/s/search_engine.asp>  
Resource used for day 2 Hook cartoons  
  
<http://en.wikipedia.org/wiki/Black_Death>  
Used as a historical example of how societal changes allowed disease to travel across geographical landscapes causing mass illness and ultimate death for much of the world's population.  
  
en.wikipedia.org/wiki/Native\_American\_disease\_and\_epidemics  
Another historical example that outlines one of the earliest uses of biological warfare and its effect on Native Americans and indigenous animal populations.  
  
<http://www.youtube.com/watch?v=oGab38pKscw>  
Day one Hook Video on the emergence of material culture versus intrinsic values and preserving the environment.  
  
**PART II:**  
  
**Teaching and Learning Sequence (Describe the teaching and learning process using all of the information from part I of the lesson plan)** *Take all the components and synthesize into a script of what you are doing as the teacher and what the learners are doing throughout the lesson. Need to use all the WHERETO’s. (3-5 pages)*  
  
Room Arrangement: Desks will be grouped into pairs so that eventually, once formative assessment has taken place, students will be sitting with their partner during creation of the Presi.  
  
**Day One**  
  
Students will come in and find a seat anywhere in the room. Teacher will introduce the lesson by showing the YouTube hook video (<http://www.youtube.com/watch?v=oGab38pKscw>).  
(10 mins). During this time teacher will take attendance.  
  
Following the video, the teacher will assist the class in a discussion about how the themes in the video relate to what we have been talking about in previous lessons (10 mins)  
  
Students will then be given an option of assignments to complete in class. Each assignment is simply comprised of 4-5 key facts that can be retrieved from a given online resource. The online resource will be a summary of an example of how societal changes have brought about environmental impacts. (see resources on European expansion and history of the bubonic plague). (40 minutes).  
  
The remaining 20 minutes of class will be used to introduce the product (Presi), hand out a rubric detailing the expectations of the product, conduct a 4-3-2-1 formative assessment where students are asked "on a scale of 1-4 how fluent are you with Presi or other web-based software programs like it?". The class will then separate into 4 corners and partners will be selected so that 4's are with 1's and 3's with 2's to provide each pair with a similar amount of technology familiarity.  
  
**Day Two**  
  
As students enter the room, they are instructed to sit next to their Presi partner that was arranged the previous day. The day two hook (political cartoons) will be put on the projector and discussed breifly (5 mins). Clarifying questions about the Presi product will be addressed with the entire class before in-class work time begins. (5-10 mins).  
  
It will be explained after the clarifying questions are answered that the next 25 mins of class will be dedicated to working on the project. Teacher will actively move around the room, hand out the ladder graphic organizer, and assist with technology and answer questions during this time. The ladder graphic organizer will be used prior to creating the Presi in order to get information down in a logical sequence.  
  
After 25 mins of work time allow a **3 minute brain break** if necessary, if not move on to the next activity  
  
The teacher will regain the focus of the students after the break by hosting the three-step interview activity. (20 mins)  
  
The remainder of class will be allowed for students to [[#|continue]] working on their products. It will be explained that tomorrow there will only be 30 minutes of in-class time to work on these products, so if it is necessary to work on the project at home or stay after school it is highly encouraged.  
  
**Exit ticket**: Before you leave the room, upload what you have completed so far to the class wiki. It will be made viewable only to the teacher at this time.  
  
**Homework**: Make sure the project is almost completed (check your rubric) and check your e-mail to see if you have received any feedback from me about the current state of your Presi. If you do not receive and e-mail you can assume that you have followed directions well so far and can simply continue working as you have been.  
  
**Day 3**  
  
Students will come in and already know that the first 30 minutes of class is dedicated to wrapping up their projects.  
  
After 30 minutes, students will be assigned to peer review 3 projects (specifically assigned by the teacher). They will use the rubric during this process and provide feedback via e-mail for their fellow students (30-35 minutes). They are instructed to C.C. the teacher in that e-mail.  
  
The last 15-20 minutes of class will be offered for students to make final adjustments to their Presi before uploading the final version to the class wiki.  
  
**Exit ticket:** upload final version to class Wiki  
  
*Note:* If there are any groups that have struggled to complete this project (i.e. because of absence, unfamiliarity with technology, partial technological failure, etc.) special exceptions are able to have their final product posted before class time tomorrow.  
  
*Students will understand* the process by which societal changes can have physical and cultural impacts on an environment. Day one will reintroduce this theme as it has been brought up in previous lessons as well. A foundation of knowledge will be offered through the completion of the in-class worksheets, the YouTube hook video, and class discussions.  
**Where, Why , What, Hook Tailors:** Verbal, Visual, Existential, Intrapersonal, Interpersonal.  
  
*Students will know* social/cultural change, historical geography, environmental geography, and geographical evolution. This will be covered through a combination of video, photos, open discussions, research, and scribing (graphic organizer).  
**Equip, Explore, Rethink, Tailors:** Verbal, Visual, Logical, Kinesthetic, Musical (option during Presi creation), Intrapersonal, Interpersonal, Naturalist.  
  
*Students will be able to* describe the environmental effects of societal changes. The creation of the Presi will show proof of the students mastery over this topic. Students will learn how to describe this topic through practice while using multiple mediums that appeal to the many intelligences. By responding to short answer questions in class related to this topic, they will be describing it linguistically. Through class discussion they will be describing it verbally. Through creating a Presi they will be describing it artistically with order and sequence attached, and by reviewing their peers products they will be internalizing it intrapersonally before linguistically communicating feedback via e-mail one more time.  
**Explore, Experience, Revise, Refine, Tailors:** Verbal, Visual, Logical, Kinesthetic, Musical (if included in Presi), Intrapersonal, Interpersonal  
  
**Content Notes**   
Students will know…..   
  
Social/Cultural Change: This will be discussed in class and reviewed during worksheets on Day One. One example would be about the Black Plague and the social/cultural effects of its mass devastation. It will become known to students that the misunderstanding of disease prevention at the time caused many people to turn to superstition in order to quell their fear of the unknown which, in turn, reshaped the social and cultural atmosphere of Europe, North Africa, the Middle East, and the Steppes of Asia over the course of only a few years.  
  
Historical Geography: Including how political borders (and the cultures within them) have reshaped over time as a result of societal factors (i.e. the many revolutions of the renaissance and enlightenment eras).  
  
Environmental Geography: Both physical and cultural in nature. (i.e. the effect that industrialization has had on climate change from lesson 2 as well as the effect of European expansion into the Americas and the decimation of native cultures that occupied that territory).  
  
Geographical Evolution: Encompasses all of the previous 3 terms in its definition and is understood through the references previously mentioned.  
  
**Handouts**  
*Graphic Organizer*  
*Rubric*  
*Worksheet*  
  
**Maine Common Core Teaching Standards for Initial [[#|Teacher Certification]] and Rationale**  
  
***Standard 1 – Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.***  
  
  
***Learning Styles***  
  
***Clipboard:*** Clipboards will benefit from the organized structure of the class as it will be clearly laid out at the beginning of each class. The rubric used to guide them on their path to creating their Presi will also be beneficial to them. Answers to most questions clipboard might have will be readily accessible on the class wiki (which I'm sure they will have bookmarked by now)  
  
  
***Microscope:*** Microscopes benefit greatly from this assignment as it is so existential in nature and can encompass an insurmountable numeration of details to support the main themes. By being able to create their own product they will be able to dive as deep into the material and research as they desire and their learning will, as a result, have infinite potential.  
  
  
***Puppy:*** Puppies are catered too very well in this lesson through allowing multiple times to answer any specific questions students may have. One-on-one time is offered throughout the course of the lesson during timed whens students are working on their products. Allowing a "brain break", personalized extensions, peer feedback, and personal feedback from the teacher will all fortify the attitudes of the puppies in the room.  
  
  
***Beach Ball:*** Beach balls are addressed immediately on day one of this lesson as they are presented with a variety of choices for information to research and reflect upon. Presi itself offers multiple paths for one to take along the way to individualized learning and product completion.  
  
  
***Rationale:*** This lesson has mass appeal to the multiple intelligences and learning styles allowing each student to understand that their individuality is recognized and respected in this classroom. When respect is given, respect will be returned, and a cooperative, safe, learning environment can be achieved.  
  
  
***Standard 6 -* *Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their on growth, to monitor learner progress, and to guide the teacher's and learner's decision making.***  
  
  
***Formative***  
  
**Section I – checking for understanding during instruction**  
  
Through the 4-3-2-1 activity, the graphic organizer, and the three-step interview activity, multiple forms of formative assessment are included throughout this lesson.  
  
**Section II – timely feedback for products (self, peer, teacher)**  
During product creation, there are multiple opportunities for students both inside and outside of class to ask clarifying questions and recieve timely feedback from the teacher. During the creation of the product and in relation to it, there is a quick formative assessment conducted by the teacher, then 3 formative assessments conducted by peers, followed finally by self assessment via rubric before the final product must be turned in.  
  
  
***Summative:*** Students summative assessment is drawn from the Presi that they create that displays and analyzes a historical example of how societal changes have brought about physical and cultural changes to a given environment.  
  
  
***Rationale:*** By understanding the relation between environments and the societies within them, students will better understand how to design and implement policy decisions that will effect us in the present and future.  
  
  
***Standard 7* - *Planning Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.***  
  
***Content Knowledge:***  
(see content notes)  
  
**Maine Learning Results (MLR) Alignment**  
Students understand the geography of the United States and various regions of the world and the effect of geographic influences on decisions about the present and future.  
  
***Facet:*** Explain: Students will describe the environmental effects of societal changes.  
  
***Rationale:*** ​Students will be able to describe this after participating in this lesson that appeals to the many MI's and Learning Styles that are recognized and respected consistently in this classroom. In combination with that, multiple forms of practice will also provide students with the ability to describe the unfolding of such existential events.  
  
***Standard 8 -* *Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills [[#|to apply]] knowledge in meaningful ways.***  
  
***MI Strategies:***  
**Verbal:** "3 step interview" activity will incorporate verbal reinforcement of the main ideas via peer discussion.  
**Logic:** Students will be asked to recognize patterns about how physical and social geography are connected when creating their Presi. The political cartoons will assist in helping students recognize these patterns.  
**Visual:** The political cartoons and the graphic organizer (ladder) will contribute to visual learning.  
**Musical:** Music may be used as a backdrop during parts of the presentation to set a scene or lyrically describe unfolding events if student wishes to do so.  
**Kinesthetic:** Presi allows for hands-on creation of a final product that will reinforce their understanding of environmental effects and societal changes throughout the completion of it.  
**Intrapersonal:** Students will be given the option to work independently during the creation of their graphic organizer, and will work independently on their Prezi.  
**Interpersonal:** Students will be given the option to work in groups during the creation of their graphic organizer, and will work in groups during the "Three-Step Interview" activity.  
**Naturalist:** Naturalists will understand that the end-goal of this lesson is to understand how to protect the environments they inhabit and their learning experienced will be enhanced by the content.  
  
***Type II Technology:*** Presi allows students to describe what they have learned using multiple modes of interactive media.  
  
***Rationale:*** The use of this free online software offers a new and inventive way of describing a message that would not be possible without the technology.  
  
  
***NETS STANDARDS FOR TEACHERS***  
**1. Facilitates and Inspire Student Learning and Creativity. Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.**  
a. Promote, support, and model creative and innovative thinking and inventiveness  
  
b. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources  
  
c. Promote student reflection using collaborative tools to reveal and clarify students’ conceptual understanding and thinking, planning, and creative processes  
  
d. Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments  
  
***Rationale:*** The teacher allows students to become the center of their own learning while in a fun, safe, and interactive learning environment. There are multiple opportunities for students to express themselves within the classroom and through the use of technology and virtual environments.  
  
**2. Design and Develop Digital Age Learning Experiences and Assessments. Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop knowledge, skills, and attitudes identified in the NETS-S.**  
a. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity  
  
b. Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress  
  
c. Customize and personalize learning activities to address students’ diverse learning styles, working strategies, and abilities using digital tools and resources  
  
d. Provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching  
  
***Rationale:*** The teacher provides opportunities for multiple forms of formative and summative assessment, some of which take place through technological communication. Students are also able to assess themselves via rubric that is available online.